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ABSTRACT

Intended for parents, the manual contains suggestions for play and games with visually impaired children. Parents are advised to tell the children what they are doing and using while engaged in activities, to increase their knowledge of the world and of themselves. Ideas span eight areas: body awareness (touching body parts while naming them); spatial relations (exploring a ladder); balance (rolling from side to side); gross motor (reaching for toys with continuous sounds); fine motor (taking objects out and putting them in containers); locomotor (playing a first version of "tag"); vision stimulation (playing games with mirrors); and songs and rhythm games (singing simple songs with accompanying fingerplays). Each section explains the concept area and includes information on materials or equipment. (CL)

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Moving and Doing

How to Help Visually Impaired Children Know Their World

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Moving and Doing

How to Help Visually Impaired Children Know Their World

by

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Rae R. Fellows

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A Message for Parents . . .

All children learn best from doing and being active. This is particularly true for visually impaired children who need to touch, feel and explore. Touch is extremely important to a visually impaired infant. This means the child especially needs to be held and cuddled, patted, stroked and carried about. The child also needs to touch and hold many different textures and objects.

Children need to be told what they are doing and what they are using while they are engaged in any activity. This is important even before they can talk, soon after they are born. This combination of doing and hearing about it is one of the best ways for the child to learn about himself, his family, and his expanding world.

The lists that follow contain suggestions for play and games for you and your child's pleasure. Please don't think of them as a list of exercises or lessons that must be followed exactly or in a certain sequence. Choose those you feel fit your child best at this time, and think of them as starting points for your imagination for other games you and your child will make up together. The most important thing is for you, your child, and your family to enjoy each other and in the process get to know each other better. Sharing many experiences with his family is one of the most important ways a child learns.

Many of these activities may be familiar to you already. You might start by reading through the list and making some sort of mark by those items your child already enjoys, and then making a different mark by those you would like to try. It should be possible to make these activities part of your daily routine. If any special equipment or materials are needed for the activity, they will be listed before the directions are given.

Encouragement and praise for trying as well as for actually doing the task will make your child eager to try again. For example: "Good try, let's do it again," is more encouraging than, "No, that's wrong, try it again." Encouragement and praise can come from your words, tone of voice and especially from hugs, strokes and pats.

Move slowly with any new activity; don't hurry, give your child time to get used to the activity. If he seems bored or tired or frustrated, stop and try again another time.

With these activities and those you discover you will be helping your child to become more curious, more active, more willing to explore and to try new things, as well as to want to repeat activities he has already discovered and accomplished.

Jean Muste
Rae Fellows

A Note for the 2nd Edition . . .

We are grateful for the warm reception of the first edition of Moving and Doing, and for the many people who wrote to us and reviewed our book in their newsletters. In this 2nd edition we are including a new section of activities on Vision Stimulation, which can be used to help a child learn to use even a little bit of vision more effectively. We have also made several additions to the "Resources" list at the end of the book.

As we reviewed the new edition, we noted again that most activities do not fit neatly into only one category and that they actually make use of more than one kind of movement. For example, in the section "Balance", activities #9 and #10 could also have been placed in either the Gross Motor or the Locomotor sections. Therefore, in using a particular activity, you may be working on more than one area of development.

We hope you will find the new edition of Moving and Doing useful and enjoyable for you and your child.

JM

RS

Body Awareness

Figure 1

Body awareness means being aware of your body! Your child needs to learn the names of the parts of the body, and how the parts of the body are related to each other ("my head is on top of my neck"). He also needs to know that other people have arms and legs and noses, just like he does. You can do Body Awareness activities whenever your child is close enough to touch you.

1. While your child is lying on her back, help her open her hands by gently holding them, patting them, and stroking them with your lips and cheek. Blow on her palm and fingers and run your fingers across them when her palm is open.

Then move her hands gently and help her stroke her own cheeks, chest and other arm, telling her the part of the body she is touching.

Please Note: Never tug or pull at the child's arm or fingers. The idea is to help relax the fingers and enjoy touching things.

2. Take your child's hand to touch his nose and say, "Billy's nose." Then you can say, "Where's Billy's nose?" If he touches it or moves it, encourage him with, "There's Billy's nose." Do the same with ears, face, fingers, leg, etc.

3. Help your child move the part you talk about. For example: gently move his head as you say, "Billy, turn your head." Do not force any movement, guide it with a stroke in the direction you want it to move.

4. Show your child the same parts on your body or on other members of the family the same as you did in #1. Describe them as you help him touch them. "Daddy's nose", "Helen's foot", etc. (Fig. 1)

5. You Will Need: Clothing or other items with different textures. When you are dressing your child or he is dressing himself, talk about the textures of the clothes and the parts of the body they go on. For example: smooth socks cover your feet, a fuzzy hat goes on your head. Don't forget about playing "dress up". Sometimes grown-up clothes are easier to put on, just because they're bigger!

6. You Will Need: Small pieces of some kind of sticky tape.

Put tape on one part of your child's body, such as an arm, and say, "Take the tape off your arm." Do this with other parts of his body, such as chin, toe, stomach.

Then have him put tape on one or more parts of his body and ask him to tell you which one to take off, such as, "Take the tape off my thumb."

Next, you put tape on different parts of your own body and ask child to take tape off, one part at a time.

Later, have child put tape on your body and ask you to take it off one piece at a time. He should check as you take each piece off.

Finally, as a family game, everyone puts two or more pieces of tape on different parts of their bodies. Then members of the group take turns asking other members to remove the pieces. For example, you might say, "Patty, take the tape off Marcia's chin."

Please Note: Avoid placing tape on eyes or in the hair or anywhere it will hurt when pulled off. Put the tape on lightly.

7. Explain when you are on your back - and the child on his - when on your "front", when on your right side, etc. Wave arms and feet in the air in each position. Try lying on the bed, on the floor, or on the grass.

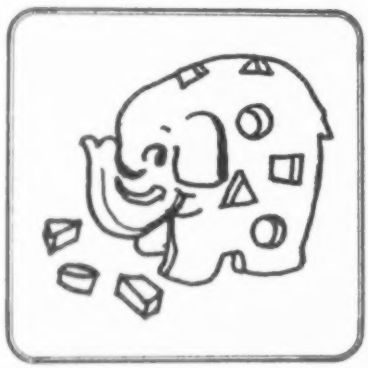
8. You Will Need: Radio or record player.

When there is music on, or when singing or reciting rhymes, show your child how to clap hands to the music, or slap knees, or stamp feet, saying, "clap your hands." Someone may sit or stand behind the child to help her move. For songs and rhyming games, see the last section of Moving and Doing.

9. Face your child. Put one of your child's hands in the space between you, on a table, floor, or bed. Then place one of your hands on his, then his second one on that, and your second one on his. Have him "find" his hands. Show him how to take his hand out of the stack and put it on top of the pile. You can add more members of the family and have 3 or 4 people's hands, if there is space. Start with just two people's hands until your child becomes familiar with the game.

10. Play a game of "Simon Says". One person gives the directions and the others follow the directions. Each direction begins with, "Simon says...." When the leader does not use the words "Simon Says" the others are not supposed to follow that direction. Here are some suggestions for the leader:

a. touch your nose
b. raise your arm
c. touch your hair
d. touch the top of your head
e. touch your chin
f. touch your ear
g. stand up
h. sit down
i. stamp your feet
j. turn around
k. touch the floor



Spatial Relationships

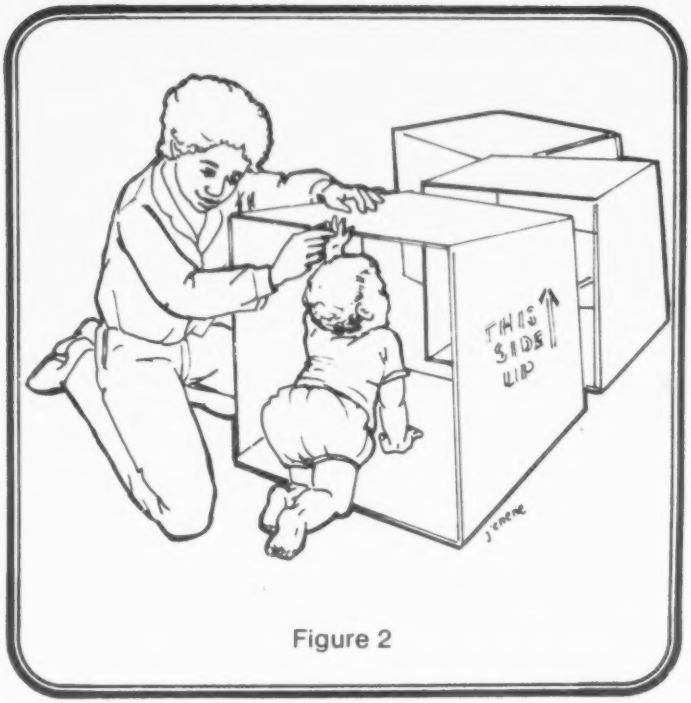


Figure 2

Spatial Relationships refers to an awareness of your body and where it is in relation to the things around you (chair, toy, wall). Knowing where one object is in relation to others is also a part of Spatial Relationships - such as, "the door is to the right of the radio.

Always tell your child what he is doing as he does it. Emphasize words like "in", "out", "over", "under", "through", "around", "up", "down", "close to", and "in back of."

1. Change your baby's position in your arms by carrying him sometimes with his head in your right arm and sometimes in your left.

2. Change your child's position in her crib by sometimes placing her head at one end of the crib and sometimes at the other end. Place her sometimes on her back and sometimes on her stomach.

3. Gently drag a handkerchief, a piece of Kleenex or a light scarf across your child's face as the start of a "Peek-a'boo" game. You can say something like, "Where's Jimmy?" as you cover his face, and then say, "There he is!" as the scarf comes off his face and give him a hug.

4. While lying on your back, encourage your child to crawl up and down on your stomach, legs, etc. Another person can help start your child at different points. Have him crawl across you, crawl under your bent legs, saying something like, "Karen goes under Daddy's legs", "Karen is going over Mommy's arm."

5. You Will Need: A chair.

Encourage your child to go around the chair. Help her recognize when she is back at the beginning again. Point out the back, the front, and the two sides as she goes around.

6. You Will Need: Chair lying upside down on the floor.

Show your child how to crawl under the chair, how to climb or step over the back. Help him replace the chair to a standing position and re-explore it again.

Watch carefully when the legs are pointing up to be sure the child doesn't fall against them.

7. You Will Need: Large cardboard carton.

Encourage your child to go in and out of the carton. Teach him top, or ceiling, bottom, or floor, sides, or walls.

8. You Will Need: Two chairs side by side or cardboard cartons with tops and bottoms removed placed like a tunnel. (Fig. 2)

Help your child crawl through the tunnel. Teach her "top", "sides", "bottom."

9. You Will Need: Plastic trash can or large clothes basket lying on its side.

Encourage your child to play inside the container, and to make noises while in it. When he is comfortable being in the trash can, gently roll it from side to side when child is inside.

10. You Will Need: Plastic trash can or large basket lying on its side.

With child sitting on the can, lying across it, or sitting astride it, gently roll it from side to side.

All movement should be slow and careful. Be sure to practice first with Balance activities 1, 2 or 6.

11. Encourage your child to move around the house, keeping in touch with the furniture and walls. Also help the child to leave the furniture by calling her to you from a short distance away. Reach out and touch her to let her know how close you are. Gradually increase the distance between you.

12. You Will Need: Chair, cardboard cartons, trash can, table, board, pillow.

After your child has played in and with these objects, start an obstacle course with two of them that give different things to do. For example: a cardboard carton to crawl through, and two chairs to squeeze between. Gradually add on and make the sequence longer. Keep items in the same order while building the course. Each stage may last several days or weeks.

13. You Will Need: A board, 10 to 12 inches wide, 1 inch thick and at least three feet long, lying on the floor.

Let your child sit on the board, crawl over it, step up and down off it. Help him jump off the side or the end.

If he has just started standing and walking, support him by his chest and ribs, leaving arms and hands free for balance and for catching himself. (Fig. 3)

Figure 3

14. You Will Need: Ladder lying on the floor, with different toys or textures tied on different rungs.

Encourage your child to explore the ladder, to sit on it, stand on it, crawl over and around it, walk over it, and step through the rungs. Show her how to use her hands and feet on the rungs, keeping it flat on the floor.

15. You Will Need: Board 10 to 12 inches wide and about 3 feet long, with one end of board raised one inch off the floor.

Encourage your child to explore the board, to sit on it, crawl over it, walk or crawl on it, step over it. Show the child the low end and the high end. Help the child jump off each end, and help him step up on each end.

Please Note: Start with board raised only one inch. If you raise the high end more, be sure to be with your child when he first explores this change.

16. You Will Need: Ladder, raised slightly off the floor.

Encourage your child in activities similar to #14.

A good understanding of Spatial Relationships will help the preschool child get from one place to another by herself. As she gets older, you may hear about "travel skills" or "mobility" from her teachers. She may have instruction in Orientation and Mobility as part of her school program as a visually impaired child. Practicing Spatial Relationships and Body Awareness activities at home provides an important basis for learning Orientation and Mobility.

Balance

Even the earliest activities babies learn, such as rolling over, require maintaining and reestablishing balance. Other balance activities include lying on one side, sitting, or bending over to pick up a toy.

1. While you are lying on your back, lay your child on top of you, stomach to stomach.

Hold child by the back or sides, leaving his arms and hands free to help with balancing and for touching the floor or touching and holding you. Gently roll a few inches to one side. Give him time to feel balanced, then roll back. Do the same to the other side. Have another member of the family gently place one of the child's hands on the floor on one side of your body, then the other one on the other side so the child knows where the floor is. You might say, as you start to roll, "We roll to one side, now we roll back".

As in any activity, always move gently and slowly, without sudden starts or stops. If the child seems startled, come back to the start and roll a little less next time. Always give the child time to regain balance before you change direction.

2. With your child lying on her back have her grasp your finger, or you hold her hands. Then very slowly turn her head and body to the left by gently pulling her right hand across his body. Then turn her to the right by pulling the left hand gently across her body.

Please Note: Move the child's arms slowly and gently; don't pull or tug at them.

Figure 4

3. Sit on the floor with your child on your lap. Holding your child by the hips and thighs, tilt your body a few inches to one side. Give the child a chance to find his balance, then move to where you started. Do the same on the other side. Gradually tilt further to each side.

4. Lie on your back on the floor. Hold your child on her stomach across you, with her feet toward one side and hands toward the other side.

Holding child by the back, sides, or hips ---leaving the arms and hands free---gently roll a few inches to one side, then back, then to the other side. Gradually increase the distance of the roll. Have another person place first the child's hands and then the feet on the floor so your child will know where the floor is. (Fig. 4)

5. While lying on your back on the floor, place your child on your body. Ask another person to get down on the floor near your child's feet. Encourage your child to crawl and move by asking, "Find Mommy's face," and help him find it at first. The other person can help stimulate crawling by gently pressing or pushing against your child's feet.

6. Lie on your back on the floor, and place your child on your stomach with both of his feet on the floor on the same side of you. A helper should sit or kneel on the floor facing the child and hold him by the hips. (Fig. 5)

Roll a few inches to one side, back to start, then a few inches to the other side. Your child may reach out to the other person and start to stand. This person should offer hands for the child to hold to pull himself up. Don't lift or pull child up; let him do it.

Please Note: Move slowly and smoothly without sudden starts or stops. Give your child time to regain balance before you change directions.

7. Sit on the floor with your legs out straight. Child sits astride one of your legs, with one foot on each side of it.

Holding child by hips, roll slightly to one side, then to the other so your child has to readjust his balance. As your child becomes used to this game hold his hips more and more lightly until you are not holding him at all.

Figure 5

8. Lie down with your knees bent and feet flat on floor. Have your child sit with her back against your thighs.

Holding your child by the hips or thighs, gently roll slightly to one side, then roll back, then to the other side. Gradually increase distance you roll.

9. This one is tricky! (see Fig. 6) Two adults sit on the floor, legs straight out along the floor with space between legs, like rungs of a ladder. Adults are facing one another with the right leg of one next to the right leg of the other. Child is touching one of the adults.

Place your child on his stomach across the first leg and encourage him to crawl over your legs. If he is walking, have him step over your legs. Give support by putting your hand on your child's chest, leaving his hands free for balance and for holding on to the adults.

Figure 6

10. You Will Need: Mattress, pillows, partially inflated rubber tube or beach ball.

Show your child how to crawl, sit, stand, roll and walk on these or other kinds of different surfaces. Let her practice losing and regaining her balance.

Gross Motor

When you use the large muscles of the body such as those of the legs, arms, and trunk, you are doing gross motor activities. Most locomotor and balancing activities can be considered special categories of gross motor movement. Basic gross motor activities include stretching, bending, and twisting.

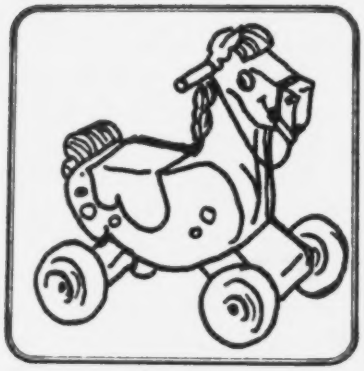
1. Over your child's crib, hang a mobile or cradle gym that makes sound when struck. It should be close enough for him to hit with his hands or feet.

2. When your child is lying on his back, gently move his legs in a bicycling motion by bringing one and then the other bent knee up towards his chest.

3. Place newspaper over the arm of a couch or over the end of his crib, then place your baby on his back with his feet near the paper. When he kicks he will hear and feel the paper against his feet.

4. Lie on your stomach face to face with your child while he is lying on his stomach. Sing and talk with him to encourage him to lift his head. Gently stroke upward along his spine from his waist to the top of his neck. Pat or stroke his cheeks or chin. Jingle a bell or toy just overhead. Hold his face gently and rub noses briefly.

Please Note: Don't pull the child's head or press hard on his face, spine or neck.



5. With your child lying on her back on your stomach, encourage her to kick against your stomach by touching her toes and soles of her feet with your thumb.

6. When your child is on her back encourage her to grasp your fingers. Then encourage her to lift her head and pull herself up toward you as much as she can. This may be only her head or shoulders or she may pull herself to sit.

Please Note: Let your child pull herself up. Don't pull the child.

7. Help your child to spin around while sitting on the floor. Try both directions.

Start slowly. Sometimes a child feels dizzy if you go too fast or for too long.

8. You Will Need: Toy that makes a continuous sound - music box, timer, ticking clock.

Lie on the floor on your back, with your child kneeling by your side. Place the toy on your other side, just out of reach of the child.

Encourage your child to lean across you to reach for the toy.

9. You Will Need: Balls of different sizes and materials--beach ball, tennis ball, nerf ball, newspaper ball, ball with a bell in it.

This takes two adults sitting on the floor with legs wide apart, facing each other. The child sits inside the legs of one adult, facing the other adult. If there is only one adult, face a wall with legs wide apart, using the wall as a backboard.

Help your child roll the ball to the other adult, who then returns it. Help him locate it, and roll it back. Later encourage him to roll it, retrieve it, and roll it again by himself.

10. Sit on floor with legs wide apart. Help your child contain the ball, her feet touching your feet as in activity #9.

Play rolling catch back and forth, using the kind of ball your child likes best. Gradually increase the distance between you and your child to help improve her aim and accuracy.

11. Help your child lie on his back (on floor or mat), holding knees to his chest.

Gently roll your child back and forth along his spine from head to buttocks, keeping chin tucked close to chest. Be careful not to roll on the neck.

12. When there is music, help your child swing his arms forward and back to the music, swing his legs, sway from side to side, twist from side to side. Dance!

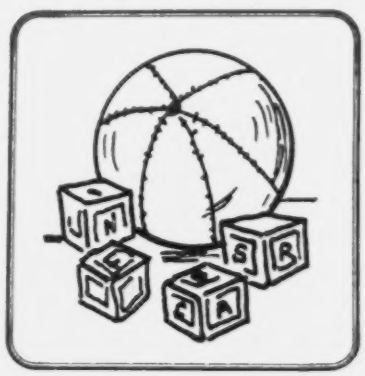
13. You Will Need: Beanbags, carton or waste basket, ticking timer.

Put the timer in the basket or carton. Stand behind your child and help her to throw a beanbag toward the ticking timer.

14. You Will Need: Beanbag, small chair or low step.

Have your child sit down on step or chair. Place the beanbag on child's foot. Say "Kick" and move his foot through the motion of kicking. When he can do this have him stand up and try it.

15. Try activity #14 again with balls of different sizes. Place ball on toes of your child's foot, say "kick" and move his foot through kicking motion. When he can do this have him stand and try it. Later have him walk up to the ball and kick it. It's fun!



Fine Motor

Fine motor means using the smaller muscles of the body such as fingers or facial muscles. Holding, grasping, and talking are examples of fine motor tasks.

1. When giving your child a bottle, bring both his hands onto the bottle as if he were holding it and help him bring the bottle to his mouth.

2. When your child is lying on her back let her grasp your fingers. While she is holding your fingers slowly cross her arms so her right hand touches her left arm and the left hand touches her right arm.

Please Note: Do not tug or force the child's arms. Always move gently, talking soothingly as you move her arms.

3. Shake a rattle or keys in front of your child. Then put the rattle in his hand and shake the rattle as he holds it.

4. When your child is holding a toy in one hand, try to move his other hand to the toy. Then help him place the toy in his other hand.

Please Note: Don't force the other hand all the way over to the hand holding the toy; start by moving it as close as it will go easily.

5. You Will Need: Two small blocks.

Show your child how to bang two blocks together. Be sure your child can hold one block in each hand first. Avoid hitting the child's fingers or thumbs.

Figure 7

6. Help your child reach for, pick up, and feed herself finger foods such as dry cereal or raisins. Gradually help her less and less until she is finding the food and feeding herself without help.

7. You Will Need: Containers such as boxes, coffee cans, egg carton, paper bag, milk carton with lid cut off, old purse, can with plastic lid with slot cut in the top. Small items such as spoon, pencil, block, sock, toy car, comb, measuring spoons. Smaller items should be too large to swallow.

Show your child first how to take things out of the different kinds of containers, then how to put them in the containers.

Introduce only one item at first. After your child understands how to use these toys, give him time to play with them by himself. You can be nearby to give him verbal encouragement now and then, but let him explore and experiment on his own.

8. You Will Need: Containers with tops: boxes, jars, egg cartons, pots and pans, plastic refrigerator dishes, margarine tubs.

Show your child how to take the top or lid off the container. Start with those that merely lift or are pushed off. Later introduce ones that have screw-on lids. Later show him how to put the same lids on the containers.

9. You Will Need: Pots and pans, plastic bowls with and without lids, wooden spoons.

Show your child how a lid fits on a pot. Show him how to bang on the pots and lids with a wooden spoon. Show him how to stir with the spoon. Give him only a few things to start; let him experiment with them. Use real utensils rather than toy ones so your child will be familiar with the real objects.

10. You Will Need: Plastic cups and other waterproof containers, funnel, empty shampoo and detergent bottles with open and shut tops, sprinkling can.

Show your child how to fill and pour out of the different containers, how to fill one container from another. Try these activities while your child is in the bathtub or wading pool, or with a dishpan placed on a low table.

Always give him time to explore before you show him anything, and after you have shown him one or two things. Items should be too big to swallow and not have sharp edges.

11. You Will Need: Dishpan with sand, cornmeal, or rice in it. Plastic cups, spoons, funnel, bowls, pitchers. (Fig. 7)

Show your child how to fill the containers by pushing them along in the sand, or by spooning into them. Also how to pour from one to another.

12. You Will Need: Two or more blocks.

Starting with two blocks, show your child how to place one block on top of another. Help her knock them over and build them back again. Tell her you are putting one on top of the other, and that one is on the bottom. Later make a tower with three blocks.

13. You Will Need: Three or more blocks.

Show your child how to make a train with blocks, starting with two blocks. Then push it along like a train. When your child can do this with two blocks, start to make a longer train by adding more blocks.

Avoid hurrying your child. Give him time to practice and experiment on his own with these.

14. You Will Need: Shoe box or similar box, clothespins--the old fashioned ones or the spring-type.

Show your child how to place the clothespins around the edge of the box and how to take them off. Start with the simpler, push-on clothespins, if possible.

15. You Will Need: Bowl with lettuce, slices of carrots and other salad ingredients.

Help your child wash up; then, standing behind him with your hands on his, help him to toss the salad. Tell him what the different textures are and let him taste them. Start with a large bowl and only a small amount of salad.

16. You Will Need: Two or three each of two or more items. For example: two or three blocks and two or three spoons.

Mix up pairs of two items and ask your child to put all of one item on one spot or container and all of the other in another. Gradually increase the number of each item, then introduce other items.

17. You Will Need: Toys that wind up and that make a sound.

Help your child to wind up the toy. Help her put it down so it can "perform."

Introduce the sound of the toy at a distance at first if it is something new, to give your child time to get used to it so she won't be startled.

18. Give your child a damp cloth and show him how he can help by wiping the table, refrigerator door, etc.

19. You Will Need: Containers such as a paper bag, box, purse, milk carton. Small items such as a spoon, toy car, sock, block, rubber band.

Put two objects in the containers and ask your child to find one of them. Praise her if she finds the right one; if it is the wrong one, tell her what it is and ask her to find the correct one now. Gradually add more items.

20. You Will Need: Measuring cups.

Let your child play with the cups for awhile. Later show him he can stack one on top of the other when they are upside down. Later still, show him how to fit one inside a larger one.

Start with just two cups, the largest and the smallest. Gradually add the others.

21. You Will Need: Regular spoons and knives and forks, plastic cups, dish towel.

Show your child how to dry these dishes and put them away. Give her the chance to wash them also.

22. You Will Need: Clay, play-doh, bread dough.

Let your child play with the dough or clay. Then show your child how to poke and squeeze; show him how to make a pancake, a snake, a ball or other simple shapes.

23. You Will Need: Egg beater, dishpan with water and detergent or bathtub.

Show your child how to hold the egg beater in one hand and turn the handle with the other. Let him try it with each hand. Show how the suds grow when he does this.

24. You Will Need: An adult shoe with its laces. (Fig. 8)

Start with entire shoe laced except for one eye. Say, "Lace the shoe" and help her do so. Gradually let her do it alone, then remove the lace from the last two eyes and have her lace them. Continue in this manner until your child can lace the entire shoe. Do not be in a hurry. This may take several weeks or more.

Figure 8

Locomotor

Locomotor refers to any form of movement in which a person moves himself from one place to another. Rolling, walking, hopping, crawling are examples of locomotor activities.

1. Help your child to roll over lengthwise (log roll) from back to stomach to back, going in the same direction. Then encourage him to roll over two times in the same direction, and then three and more. Do the same in the other direction. Try to include rolling outdoors.

2. Sit on the floor with your child on your lap, with her back against your stomach. Scoot or wiggle along the floor forward, backward, sideways, telling your child you are scooting and what direction you are moving in. Then seat her in front of you and help her scoot also. Later have your child sit next to you and the two of you move the same way.

3. You Will Need: Beanbags.

Help your child balance a beanbag on his shoulder, head, or back of hand, and move. Walk, scoot on his bottom, crawl, roll.

4. You Will Need: Flight of steps. (Fig. 9)

Put your child's hands on the bottom step. Using a favorite toy or a second person as a lure, encourage your child to move his hands up to the next step and gradually crawl up the steps. You may need to place his hands and knees in the proper positions in sequence.

Please Note: One adult should always be below the child, watching the child at all times.

Figure 9

5. You Will Need: Flight of steps.

Have the child sit at the top of two or three steps, or on first step from the bottom. One adult below the child, second adult above the child or on the same step if there is room.

Help your child turn around, hands on step where he is sitting, and reach one foot to step below. The child should be kneeling on the upper step. Continue in this manner step by step. Always have one adult below the child

6. You are standing up; the child has his feet on top of yours. You are holding child's hands.

Walk slowly, lifting child's foot in walking movement. Try both forward and backward. Have child sometimes face you, sometimes face away from you. Take small steps and move slowly.

7. Lay your child on her stomach. Kneel behind child, holding child's hips.

Gently lift child's body so it is supported on the hands like a wheelbarrow. When she is used to this position, encourage her to move her arms. As she gets stronger, move your hands to her lower legs and finally to her ankles. Another person may call to your child, or a favorite toy may be a lure to move.

Please Note: Move very slowly, don't hurry or push the child.

8. You Will Need: A small hula hoop.

On your knees and facing your child, both you and your child hold the hoop with two hands. Slowly move around in a circle. Then have your child step forward, backward or sideways.

Please Note: Try to keep the hoop at the child's chest level or below. Move in only one direction until your child can follow easily, then add a new direction.

9. A child's first game of "Tag"! Standing a short distance from the child, the first adult says, "Catch me." Second adult, perhaps the mother repeats, "Catch Daddy," and helps child go toward father's voice. The child can crawl, walk, or run. Later, reverse it, and have an adult try to catch the child.

10. Hide in nearby, easy places for your child to find. Call, "Come find me," and use frequent calls such as "Here I am", "You're getting closer", etc. to provide the sound for the child to head for. Or you could use a bell or other sound that you first identify for your child. Be sure to have only one person giving the sound cues. This person should not move around.

Don't let your child get tired of the game before he finds you. Make your first hiding place very easy and close by him.

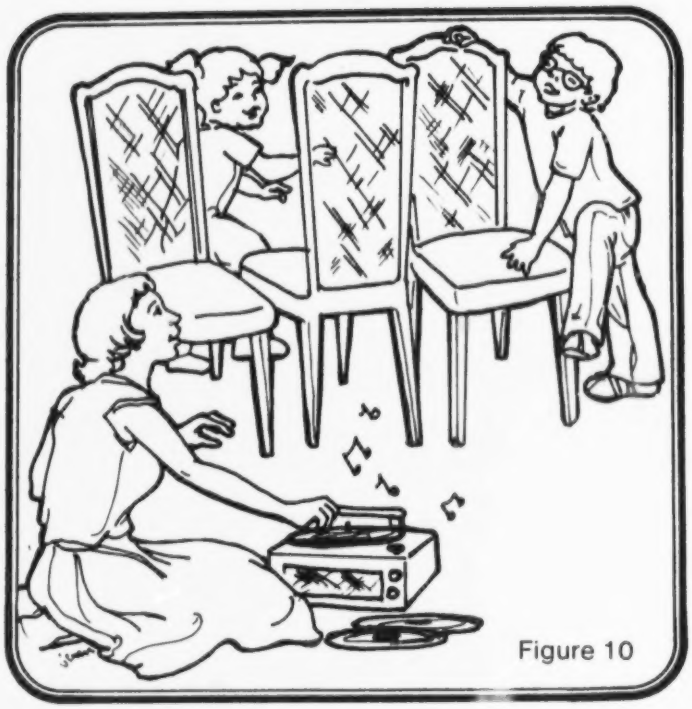


Figure 10

11. With everyone standing, one person says, "Walk forward," and adult and child follow the directions. Other directions to use: "walk backwards," "sideways", "slowly", "fast." Start with only two kinds of walking, adding the others as your child learns them.

12. You Will Need: As many chairs as there are people playing. (Fig. 10)

Arrange chairs in a line, as for "Musical Chairs," with every other one facing the same direction. Each player is sitting on a chair. The leader is nearby.

Those sitting stand up when the leader says, "walk." That person explains what sound (or no sound) will mean "sit down." It could be a hand clap, or to stop singing or playing a record. The others walk around the entire row of chairs until the signal to stop is given. Everyone sits down. When this is comfortable for your child, take one chair away so there is one more person walking around than there are chairs. Someone will be left standing after the signal to sit, then he becomes the one to give the signal, and so on.

Start with only two chairs and two people until your child understands what to do. Gradually add other chairs and persons one at a time.

Vision Stimulation

Figure 11

More and more people feel that vision stimulation is an important part of a visually impaired infant's activities. Making the best use of residual or partial vision can help a baby develop in all ways, and can result in better vision.

Let the "light games" you play with the baby be fun for both of you. It's important to take at least a few minutes every day or even several times a day for these activities, in order to build a foundation for seeing. Visually impaired infants need to learn to look, and this takes daily practice. It doesn't happen automatically. Be patient and persistent. See if other members of the family can help you think of new light games to play.

1a. You Will Need: Chime ball or other sounding toy.

Shake the toy for the baby. Watch for a sign that he is paying attention to the sound. He may cock his head, hold his arms and legs still, or make a happy gurgling sound. Let him know that you are pleased with him when he does pay attention.

1b. You Will Also Need: A bright lantern or flashlight.

The next time you bring out the ball, shine the light next to it, making sure the room is dark enough so that the light is clearly visible. (You may want to work in a closet or dimly lit corner of the room.) Talk to the baby about the light, while still shaking the ball or toy. Say things like, "Where is it?", "Find the light for me," "Get it."

1c. Continue to pair the two (toy and light) for a while (at least 3-5 more times); then use the light by itself. Look for the same response from the baby that you observed before. You'll soon be able to tell whether she is aware of and paying attention to the light. Then you'll be ready for more vision stimulation activities.

2a. You Will Need: A bright lantern or flashlight.

Working in a darkened room, shine the light on a blank wall approximately 1 foot in front of the baby. Make sure the light shines on a spot that is at eye level. The baby should look at the wall when the light shines there.

2b. You Will Also Need: Shiny toys, baby mirrors or other light-reflecting objects.

Move the toys, one at a time, into the spotlight area. Watch for response.

3. You Will Need: A brightly-colored mitten, wrist band, or ribbon.

Encourage hand-watching with your baby. Attach one of these items to her hand. Move it gently in front of her eyes. (Fig. 11).

4. You Will Need: A toy that moves and a penlight or small flashlight.

Attach a penlight to a moving toy (such as the Fisher-Price triangle toy spinner). Encourage his attention to the light as it moves.

5. You Will Need: A penlight or small flashlight and a spoon.

Attach a penlight or flashlight to the baby's feeding spoon. Encourage her attention to the light during meals. This is a great variation on the airplane/hangar feeding game.

6. You Will Need: Cylindrical bolster-pillow (many versions for babies are inflatable), and ball or toy.

Place the baby on his stomach across the pillow. Present a brightly colored ball or toy, and ask him to touch it as you rock him gently forward on the bolster. (Fig. 12).

7. You Will Need: Scarf or balloon.

To help your child track or follow moving objects, gently drop a brightly-colored scarf or balloon in front of him. Watch his gaze to see if he looks at the falling object at some point before it reaches the floor. Encourage him to bat at and reach for the object.

Figure 12

8a. You Will Need: A dresser or wall mirror.

There are many vision stimulation games you can play with mirrors. See if your child will approach the mirror, to smile at or kiss the baby she sees there. Let her touch her nose and the nose of the baby in the mirror. Continue with ears, eyes, dress, shoes, etc.

8b. You Will Need: A penlight or flashlight.

Trace light circles in the mirror with a penlight or flashlight and have her follow them. Work on expressing emotions (happy, sad, mad) in the mirror.

Songs and Rhyming Games

These are songs or rhymes that indicate different parts of the body, that describe gestures or movements to be performed while repeating the rhyme, or that use a space concept such as "down," "around," or "under." They may be used by one person alone, in pairs, or in a group. For example: a child can play "Itsy Bitsy Spider" by himself; a second person is required for "Pease Porridge Hot;" "Hokey Pokey" is played with several people.

Songs and Games the child can play by himself after he's learned them from you:

Words	Directions
"Open and Shut Them"	
Open & shut them Open & shut them Give a great big clap! Open & shut them Open & shut them Put them in your lap.	Open and close both hands Clap your hands Same as first time Fold hands in lap
"Head and Shoulders"	
Head, shoulders, knees & toes, knees & toes Head, shoulders, knees & toes, knees & toes Eyes & ears & mouth & nose Head, shoulders, knees & toes knees & toes.	Touch the head with both hands, then both shoulders, then both knees, and all the toes Touch each part as mentioned Same as first time

"Hickory, Dickory, Dock"

Hickory, dickory, dock	Hands together over head, tilt upper body to one side, then the other
The mouse ran up the clock	Hands start at the feet and "run" up the body
The clock struck one	Clap
The mouse ran down	Fingers run back down to the feet
Hickory, dickory, dock	same as first time.

"Ten Little Martians"

Ten little Martians	Hold up ten fingers
Standing in a row	
When they see the Captain	Bend fingers down and up
They bow just so	
They march to the left and they march to the right	Move both hands with a marching rhythm to the left, then right
Then they close their eyes	Palms together and under the side of the face, as if one is sleeping.
And sleep all night	

Repeat the verse, using "nine little," then "eight little," etc.

"Itsy, Bitsy Spider"

The Itsy, Bitsy Spider	Start thumbs and forefingers together
Climbed up the water spout.	Fingers and thumbs reach and come together as they climb up
Down came the rain and washed the spider out.	Fast drop of hands
	Hands with palms down start at center and go out to the sides
Out came the sun and dried up all the rain	Arms overhead in a round shape
	Both do several lifting up motions with the palms up
And the Itsy Bitsy Spider	Back to start
Climbed up the spout again.	Same as first time.

"Teapot"

I'm a little teapot
  Short and stout.
Here is my handle

Here is my spout

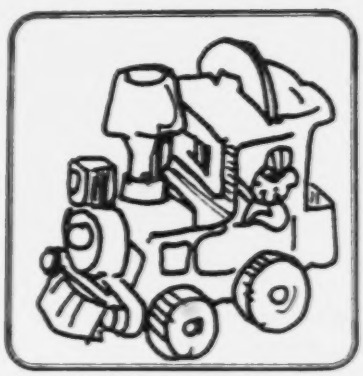
When I get all steamed up

Then I shout
"Tip me over, pour me out."

Squat down, or sit curled up

Place one hand on hip so elbow forms
  a "handle"
Other hand reaches out to the side
  with a little curve
Can stand up if it makes next
  part easier

Tilt body to the side the "spout" is on.



"Two Little Dickie Birds"

Two little Dickie Birds
Sitting on a hill.
One named Jack
  The other named Jill.
Fly away, Jack
Fly away, Jill
Come back, Jack
Come back, Jill

Put fists together with two index
  fingers pointing up
Wiggle the fingers of the right hand
Wiggle the fingers of the left hand
Point right finger over right shoulder
Point left finger over left shoulder
Bring back right finger
Bring back left finger

"Thumbkin"

Where is Thumbkin?	Start with hands in fists
Where is Thumbkin?	
Here I am.	Stick one or both thumbs up
Here I am.	Stick one or both thumbs up
How are you today Sir?	Wiggle the left thumb
Very well, I thank you.	Wiggle the right thumb
Run and hide	Put hands behind back
Run and hide	

May be played with one person asking the questions and the other answering
The other fingers are: Pointer, Tall man, Ring man and Little man.

"Pease Porridge Hot"

Pease Porridge Hot	Slap own knees with both hands, then clap them together, then clap the hands of the other person
Pease Porridge cold	Repeat the above sequence
Pease Porridge	Slap knees, clap, then hands of other person
In the pot	Clap own hands again
Nine days old	Clap right hands together, clap own hands, Then left hands, clap own hands, then both of partner's hands

Can do the first three gestures all the way through before adding the last set.

Songs and Games she'll need a partner for:

"Pat-a-Cake" (Fig. 13)

Pat-a-cake, pat-a-cake
Baker's man
Bake me a cake as fast as you can
Roll it and pat it and mark it with a "B"
One for baby and one for me.

Clap hands together in rhythm to the words.

Figure 13

"This Little Piggie"

This little piggie went to market

This little piggie stayed home
This little piggie ate a big lunch
This little piggie had none
And this little piggie cried
Weee, Weee, Weee
All the way home.

With your fingers wiggle your child's big toe
Wiggle the one next to the big one
Wiggle the middle one
Wiggle the next one

Wiggle the little toe

Songs and Games for Groups:

"This is the Way We . . . ."

This is the way we clap our hands
Clap our hands
Clap our hands
This is the way we clap our hands
So early in the morning.

Clap hands all the way through, in rhythm as much as possible

Other verses could be: Stamp our feet, pat our heads, touch our toes, bend our knees, stretch our arms, rub our cheeks, pull our ears, turn around, etc.

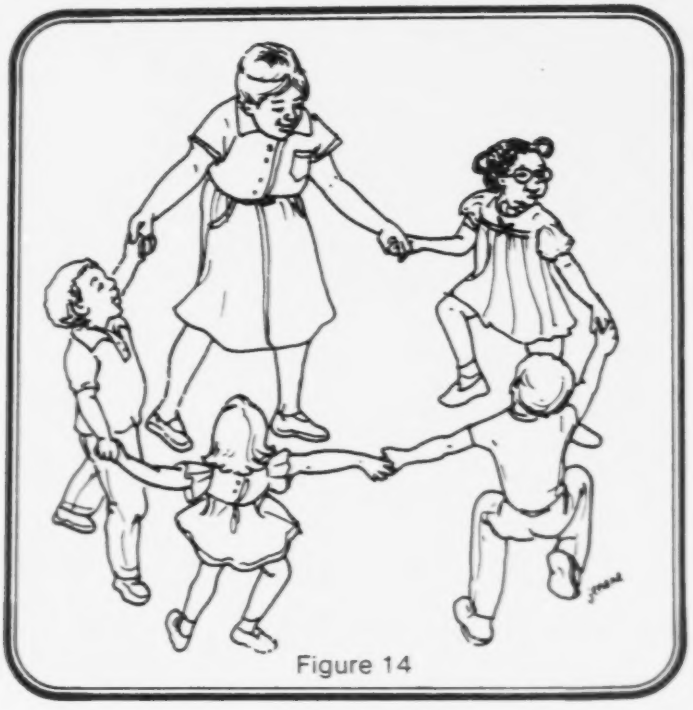


Figure 14

"Ring Around a Rosy" (Fig. 14)

Ring around a rosy
Pocket full of posies
Ashes, Ashes
We all fall down

Group forms a circle holding hands and walks around in one direction

Everyone lets go of hands and sits on the floor.

"Pop Goes the Weasel"

Round and round
The cobbler's bench
The monkey chased the weasel
The monkey thought
it all in fun
Pop! goes the weasel

Group forms a circle holding hands
and walks around in one direction
(can change direction, if you prefer)

Still holding hands, everyone bends their knees and jumps very high on "Pop"

"Everybody Do This"

Everybody do this, do this, do this
Everybody do this,
Just like me.

Any action, like those in "This is the Way We ..." or others you think of

May need to describe the action first if your child has very little vision.

"Hokey, Pokey"

Put your right hand in

Put your right hand out

Put your right hand in
And shake it all about
Then you do the Hokey, Pokey
And you turn yourself around
And that's what it's all about.

Group in a circle, not holding hands,
Everyone reaches right hand into
the center of the circle
All reach right hand away from
the center
Same as first time
Shake the right hand
Each person turns around in his
own space

Other verses: Left hand, right foot, left foot, head, elbow, knee, stomach, bottom, ear, thumb, side, etc. Last verse is "Your whole self".

Resources

The ideas for some of the activities in Moving and Doing were taken from the following references:

Barraga, Natalie C, and Morris, June E.: Program to Develop Efficiency in Visual Functioning, Louisville, KY: American Printing House for the Blind, Inc. 1980.

Groves, Doris, and Griffith, Carolyn.: Guiding the Development of the Young Visually Handicapped: A Selected List of Activities. Ohio Resource Center for the Visually Handicapped, Columbus, Ohio, 1976.

Koch, Jaroslav. Total Baby Development, n. p.: Wyden Books, 1976.

Levy, Janine. The Baby Exercise Book. New York: Pantheon Books (Random House), 1975.

Painter, Genevieve. Teach Your Baby. New York: Simon and Schuster, 1971.

Here is a list of some other publications that parents of visually impaired children may find useful:

Get a Wiggle on, Sherry Raynor and Richard Drouillard, 1975.
American Alliance Publications, P.O. Box 870, Lanham, MD 20706 $3.75

Move It!, Richard Drouillard and Sherry Raynor, 1977.
American Alliance Publications, P.O. Box 870, Lanham, MD 20706 $3.75

Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children, Kay Alicyn Ferrell, 1984.
American Foundation for the Blind, 15 West 16th St., New York, NY 10011 Single copies free.

Take Charge! A Resource Guide for Parents of the Visually Impaired, Diane Nousanen and Lee Robinson, 1980.
National Association for Parents of the Visually Impaired, Inc.
P.O. Box 18086, Austin, TX 78718
$5.50 (Non-NAPVI members)
$4.00 (NAPVI members)

Resources (continued)

Talk To Me: A Language Guide for Parents of Blind Children,
Linda Kekelis and Nancy Chernu - Mansfield
The Blind Children's Center, 4120 Marathon St., P.O. Box 29159
Los Angeles, CA 90029-0159
Parents free, others $1.00

Talk To Me, II: Common Concerns, Nancy Chernus - Mansfield,
Doris Hayashi, Linda Kekelis.
Also available from the Blind Children's Center.
Parents free, others $1.00

Show Me How: A Manual for Parents of Preschool Visually Impaired and Blind Children,
Mary Brennan,
American Foundation for the Blind, 15 West 16th St., New York, NY 10011. $4.00

Simon Says Is Not The Only Game.
compiled by B. Leary and M. Von Schneder,
American Foundation for the Blind, 15 West 16th St., New York, NY 10011. $7.00